

Managing Congenital Hyperinsulinism at School

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Dina

- Mom of Ashlee (18), HIHA
- 11 year of elementary school teaching
- 6 years of building principal
- 3 years as Executive Director-Curriculum and Instruction



Kathleen

- Mom of Kaylee (12), HIHA & classified with a learning disability
- 3 years teaching Early Intervention & SEIT
- 7 years as Elementary Special Education Teacher
- 12 years as a Secondary Special Education Teacher



What School Should Be

- Fun
- Exciting
- Accepting
- Nurturing
- Friendships
- Safe
- Team Approach
 - Teachers
 - Principals
 - Office Staff
 - Building Staff
 - Special Education Staff *if needed



How Will They Meet My Child's Needs?

- Schools are not obligated to provide nurses
- Schools must use and train current staff for medical accommodations
- Schools must provide choices and implement plans based on the individual needs of your child
 - Medical Plan
 - Section 504 Plan
 - IEP (Individualized Education Plan)

Main Options for medical

- **Medical Plan**
 - Not legally binding
 - Very detailed information about the child and the child's care. Created with education team.
- **Section 504**
 - Legally binding
 - Very detailed information about the child and child's needs. Created with education team.
 - Function of General Education
 - Accommodations including medical needs and classroom setting/altered learning environment.
 - Plan reviewed (at least) annually or more frequently if needed.

504 Process Eligibility Areas

1. The student has a physical or mental impairment AND the physical or mental impairment substantially limits one or more major life activities or bodily functions.
2. Sources of Data:
 1. Grades, parent report, teacher report, school records, individual achievement tests, work samples, medical reports, and psychological reports
3. Major life activities substantially limited:
 1. Bending, breathing, caring for one's self, communicating, concentrating, eating, hearing, learning, lifting, performing manual tasks, reading, seeing, sleeping, speaking, thinking, working, etc.
4. Major bodily functions substantially limited:
 1. Bladder, bowel, brain, circulatory system, digestive system, endocrine system, immune system, neurological system, normal cell growth, respiratory system, etc.

Main Option for HI child with a disability

IEP (Individualized Education Plan)

- Function of Special Education
- If you think child is having difficulty learning/in the classroom you must make a request for testing for special education services in writing.
- Child will then be given a battery of standardized testing
- A CSE will be held to determine if services are appropriate.
- The CSE will determine which of the 13 classifications are appropriate.
- IEP is then developed at meeting (with goals, accommodations etc)
- Legally binding
- Child must have updated testing every 3 years to determine eligibility

IEP Process

13 Disability Categories

1. Autism
2. Deaf-Blindness
3. Deafness
4. Emotional Disturbance
5. Hearing Impairment
6. Intellectual Disability
7. Multiple Disabilities
8. Orthopedic Impairment
9. Learning Disability
10. Speech/Language Impairment
- 11. Other Health Impairment**
12. Traumatic Brain Injury
13. Visual Impairment



Which One Should I Request?

YOU HAVE THE RIGHT TO REQUEST EITHER ONE

What can I do to be prepared for this process?

- Documents with details about HI (Dr.'s office notes, other medical data)
- Emergency Sheet created with medical requirements
- A collaborative mindset going in

What are some key things I should know about this process?

- HI, as a medical diagnosis requiring specific care and monitoring, will make your child instantly eligible for a 504. It does NOT make them instantly eligible for an IEP.
- Remember: Eligibility for an IEP MUST include an identified disability which impedes learning to the point that a child requires specialized instruction.

Understanding Least Restrictive Environment (LRE)

LEAST RESTRICTIVE ENVIRONMENT (LRE)-

GENERAL EDUCATION CLASSES

NO SUPPORTS

INCLUSION

SPECIAL ED TEACHER SUPPORTS WITHIN THE GENERAL ED CLASSROOM

RESOURCE ROOM

STUDENTS ARE PULLED OUT OF THEIR REGULAR CLASSES TO MEET WITH RESOURCE TEACHER.

SELF-CONTAINED

STUDENTS ARE TAUGHT BY SPECIAL EDUCATION TEACHERS WITH OTHER SPECIAL EDUCATION STUDENTS ONLY.

SEPERATE SCHOOLS

STUDENTS ATTEND SCHOOLS SPECIFICALLY FOR STUDENTS WITH DISABILITIES

RESIDENTIAL

STUDENTS PERMENANTLY RESIDE AT THEIR SCHOOL FOR SPECIAL NEEDS

← **GOAL!**



Possible Classroom Supports: Altered Learning Environment

- Air conditioning
- Access to a nurse or trained professionals
- Unlimited access to bathrooms
- Unlimited access to drinks and snacks
- 1:1 Aide
- Testing flexibility
- Homework flexibility
- Flexibility in scheduling (lunch, recess, specials)
- Accessibility of supplies, materials, and lessons
- Home Instruction if absences due to HI

Possible Classroom Supports: Altered Learning Content

- Completely individualized based on your child's individual academic needs and your district/school curriculum.
 - Determination of these items will be determined based on assessment results, teacher/team recommendations, and parent input.
 - Goal is meeting the child's needs in the least restrictive environment.

Don't Forget

- Early Intervention
 - Designed for babies and toddlers
 - HI babies qualify based on the medical diagnosis
 - Seek out your town/city/county Early Intervention Program
 - Call Health Department if unsure
 - Evaluation is free of charge
 - These services will roll-over into K-12 education

<http://ectacenter.org/contact/ptccoord.asp>



Sample Materials

- Copy of Medical Plan (editable)
- Copy of IEP
- Glucagon Emergency Kit Instructions (with pictures)
- HI Brochure
- HI Information
- HIHA Information
- Sample Blood Sugar Chart
- Testing Procedures

QUESTIONS?

Contact Information

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